

RADFORD **UNIVERSITY**

School of Nursing

RN-to-BSN **Student Handbook**

Revised May 2023

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Welcome to the Radford University School of Nursing

The Radford University School of Nursing has a rich history of rigor and merit that prepares students to become vital, confident, highly skilled professionals on the fast-paced front lines of the healthcare industry. Graduates of our accredited nursing programs work every day across the region, the Commonwealth of Virginia, and beyond to improve and maintain the good health of our families, friends, and neighbors.

As a student, you are never alone on this journey. A dedicated, experienced administration, faculty, and staff are committed to helping you achieve your educational and career goals. Our students can choose the best fit for their interests, goals, and circumstances from the School of Nursing's two distinct learning locations. Based on a needs assessment conducted by the Western Region Consortium for Continuing Higher Education, a post-licensure baccalaureate track for registered nurses was initiated at Radford University in 1986. Since its inception, the RN-to-BSN program has continued to evolve to meet the needs of regional healthcare partners. The program offers an excellent online format that is flexible for busy nurses and provides a high-quality education.

You can be sure that your nursing education will be one of the most exciting and deeply influential experiences of your life. Nurses care for the sick, heal the injured and support those in need. Upon graduation, you will be a member of one of the most trusted, valued, and honored professions in the world. We can't wait to help you reach that goal.

A Letter from the Dean

Dear Nursing Student,


Thank you for choosing Radford University School of Nursing (RUSON), where we are committed to providing you with an outstanding education immersed in a culture of inclusiveness and caring. If you are new to Radford University, welcome to our family. If you are an alum of Radford University or Jefferson College of Health Sciences, welcome back! I am humbled to serve as the Interim Dean and to work alongside an exceptionally dedicated group of faculty, staff, and leaders, each prepared to guide and support you during your time at Radford University.

Nursing is a challenging and ever-changing field, and you can expect the same from our degree programs. Deeply rooted in science, each course will test your application of nursing knowledge through online discussions, assignments, and activities. We recognize that nursing is an art and a science. Our desire is to prepare you to be enlightened, compassionate professionals who understand that our patients are not just a disease but holistic human beings.

The art of nursing requires practice. Take the opportunity to get to know your faculty, preceptors, and peers. Seek out challenges in your coursework and connect with individuals during clinical experiences through open, honest, and professional communication. These “soft skills” are at the heart of caring for others - and nursing.

I wish you a wonderful academic year and much success in reaching your goals!

Best regards,

A handwritten signature in black ink that reads "Wendy Downey". The signature is written in a cursive style with a large, looped initial "W".

Dr. Wendy Downey, DNP MEd RN CNE
Interim Dean, Radford University School of Nursing.

Program Leadership

<p>Interim Dean Dr. Wendy Downey Associate Professor Radford Main Campus Waldron Hall 351 Radford University Carilion, 1007 Office: 540-831-7700 Email: wrdowney@radford.edu</p>	<p>Interim Associate Dean Dr. Christi Callahan Assistant Professor Radford Main Campus Waldron Hall 351 Radford University Carilion, 1025 Office: 540-831-1865 Email: ccallahan7@radford.edu</p>
<p>Deans Fellow/Student Recruitment/Retention/Engagement Dr. Sharla Cooper Associate Professor Radford Main Campus Waldron 319 Roanoke Higher Education Center 307 Office: 540-767-6188 Email: scooper@radford.edu</p>	<p>Interim Academic Unit Head/Chair for Fast-Track Programs RU Main Dr. Deidra Pennington Assistant Professor Radford University Carilion, 1020 Office: 540-831-1513 Email: dpennington@radford.edu</p>
<p>RN to BSN Undergraduate Coordinator Professor Sharon Jones Radford University Carilion, 1019 Office: 540-831-1946 Email: sjones58@radford.edu</p>	

Locations

<u>Three Locations, One Radford University School of Nursing</u>	
<p>Main Campus – Radford University Waldron Hall - Third Floor Mailing Address: PO Box 6964 Radford, VA 24142 Phone: 540-831-7700 Fax: 540-831-7746</p>	<p>Radford University Carilion Carilion Roanoke Community Hospital - 10th Floor Mailing Address: 101 Elm Ave Roanoke, VA 24013 Phone: 540-831-1323 Fax: 540-224-4785</p>
<p>Roanoke Higher Education Center Nursing Suite – 307 Mailing Address: 108 N Jefferson Street Roanoke, VA 24016 Phone: 540-767-6161 Fax: 540-767-6179</p>	

<u>Radford University Clinical Simulation Centers</u>	
<p>Radford University Main Campus Cook Hall - Third Floor Radford, VA 24142 Phone: 540-831-7175</p>	<p>Roanoke Higher Education Center 108 N Jefferson Street Suite 104 A Roanoke, VA 24016 Phone: 540-767-6159</p>

Parking

Main campus (RU)

Students taking classes at the Radford University main campus are required to purchase yearly parking passes to park on campus. Roanoke-based students who are required to attend classes, labs, or events at the Radford Campus need to purchase a daily, weekly, or yearly parking pass. For more information about parking, please contact Radford University Parking Services at Heth Hall, phone: 831-6361 or 831-6330.

Radford University Carilion (RUC)

RUC has free parking in the parking garage at Carilion Roanoke Community Hospital. There is also designated overflow parking across the street from RUC on Jefferson.

Roanoke Higher Education Center (RHEC)

Each semester, RHEC-based students are required to obtain a student hang tag/parking pass. Students can obtain a parking pass to park for free in designated student lots from the main reception desk on the second floor of RHEC. Students can use the pay lot in the front of the building (must pay the meter) or time zone on-street parking monitored by the City of Roanoke.

It is the student's responsibility to know the parking rules at each campus, to have a parking pass when required, and to park in a lawful manner. Parking tickets are never the responsibility of the School of Nursing.

History

In 1966, Radford College was approved by the State Council of Higher Education for Virginia (SCHEV) and the Virginia Board of Nursing to develop a nursing program. The first students were admitted to the undergraduate program in 1969. Eleven members of the charter class graduated in 1973, and the program was granted initial accreditation by the National League for Nursing in 1976.

In 1979, Radford College was granted university status, and following a rapid growth period, the nursing program gained school status in 1982 and college status in 1984. Based on a needs assessment conducted by the Western Region Consortium for Continuing Higher Education, a track for registered nurse (RN) students was initiated in the fall of 1986. Off-site classes were established in select regions of Southwestern Virginia using a variety of distance education technology (audio teleconferencing and video/computers). Then in 1988, the Roanoke Higher Education Center site was established through an agreement between Radford University and Carilion Roanoke Memorial Hospital.

In 1988, the first graduate program in nursing was created, a Master of Science in Nursing (MSN), with a concentration in home health nursing, followed by an advanced adult concentration in 1991. In 1995, two more MSN concentrations were initiated - a family nurse practitioner (FNP) concentration and a certificate program for both post-baccalaureate and post-master's students in Gerontological nursing. As a result of an institutional reorganization in 1997, the School of Nursing became part of Waldron College of Health and Human Services.

The Doctor of Nursing Practice (DNP) program, which opened in fall 2010, was the first of its kind in Virginia to be offered in a distance-learning format and to both post-baccalaureate and post-masters degree students. It awarded its first doctoral degrees in 2011. As part of a large Advanced Nursing Education (ANE) grant from the Health Resources and Service Administration (HRSA) and a series of Waldron College of Health and Human Services programs focused on improving regional health care, the Post- Master's Psychiatric Mental Health Nurse Practitioner Certificate began.

In 2005, regional nursing programs and the Executive Director of the Roanoke Higher Education Center (RHEC) met to explore ways of partnering with public and private entities to maximize the use of scarce resources, address the shortage of nursing faculty, and explore alternatives for clinical education of nursing students. Radford University School of Nursing assumed leadership in developing the concept and received funding in 2006 for the project of creating, maintaining, and sustaining two Nursing Clinical Simulation Centers (CSC)—one at the Roanoke Higher Education Center and one at the Radford University Corporate Park (relocated to Cook Hall on the main campus in 2018). Since, there have been significant renovations, including the expansion of both sites, which allows for innovative educational strategies to help our community deal with the nursing shortage, including the nursing faculty shortage. Sharing resources for this expensive facility allows an economy of scale and gives all regional nursing programs access to this invaluable facility. Partnerships include Radford University, Wytheville Community College, New River Community College, Virginia Western Community College, and Patrick Henry Community College.

In early 2018, Carilion Clinic, Jefferson College of Health Sciences (JCHS), and Radford University joined together again to announce the intent to merge JCHS into the Radford University family of colleges and departments. After 18 months of collaboration and planning, Radford University Carilion (RUC) enrolled its inaugural class of students in the Fall of 2019. The RUC location is home to both the School of Nursing's traditional (TBSN) and accelerated baccalaureate program (ABSN).

The School of Nursing continues to grow - in the number of students, faculty, programs, and, ultimately, patients we impact in our region and across the nation. We continue to evolve our educational programs in response to the health care needs, delivery mechanisms, and technology advancements in the region, Commonwealth, nation, and world.

Accreditation

The State Council of Higher Education in Virginia has certified Radford University to operate in the Commonwealth of Virginia. The address for the university's main campus is Radford University, 801 East Main Street, Radford, Virginia 24142.

Radford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404- 679-4500 for questions about the accreditation of Radford University.

The baccalaureate degree program in nursing, the master's degree program in nursing, the Doctor of Nursing Practice program, and the post-graduate APRN certificate program at Radford University School of Nursing are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

The RUSON Mission statement

Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.

University Mission	RUSON Mission
<p>As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the undergraduate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni, and other partners and in providing a culture of service, support, and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic, and environmental issues confronting our region, nation, and the world.</p>	<p>Radford University School of Nursing is committed to excellence in the development of professional nurses to meet changing local and global health care needs through education, research, practice, and community engagement.</p>

The RUSON Vision statement

Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.

University Vision	RUSON Vision
<p>Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research, and service.</p>	<p>Blending the art and science of nursing to prepare enlightened, compassionate professionals who will meet the diverse needs of the local and global community.</p>

The RUSON Core Values:

Advocacy, Safe Caring, Cultural humility, Excellence, Interprofessionalism, and Innovation

University Core Values	RUSON Core Values
<p>Student Empowerment and Success: We engage and support our students in the discovery and pursuit of their own unique paths.</p> <p>Excellence: We expect our community to strive for the highest standards.</p> <p>Inclusiveness: We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.</p> <p>Community: We foster relationships and a culture of service within and beyond our university community.</p> <p>Intellectual Freedom: We encourage and defend a fearless exploration of knowledge in all its forms.</p> <p>Innovation: We inspire and support creativity in research, scholarship, pedagogy, and service.</p> <p>Sustainability: We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.</p>	<p>Advocacy: We intervene on behalf of vulnerable populations and the nursing profession to address ethical and healthcare issues through legal, administrative, and legislative pathways.</p> <p>Safe Caring: We exemplify compassion for others in an altruistic manner through presence and safe, holistic practice.</p> <p>Cultural humility: We honor the traditions and beliefs of diverse populations through intentional and inclusive engagements of those in our care while supporting health promotion in the patients we serve.</p> <p>Excellence: We utilize rigorous evidence- based methodologies to instill competency and inspire professionalism and leadership in our graduates.</p> <p>Interprofessionalism: We demonstrate respect in interdisciplinary, collaborative practice to achieve the highest quality outcomes.</p> <p>Innovation: We engage our students in the discovery of healthcare technology to support implementation of the nursing process while providing person-centered care.</p>

Important Nursing Student Links

RUSON Homepage *Student resources	https://www.radford.edu/content/nursing/home/resources.html	
Admission Requirements for RN to BSN	https://online.radford.edu/degrees/nursing/rn-to-bsn/	
RN-to-BSN Course Descriptions	https://online.radford.edu/degrees/nursing/rn-to-bsn/	
University Student Resources	https://www.radford.edu/content/radfordcore/home/student-life/resources.html	
University Standards of Student Conduct	https://www.radford.edu/content/student-conduct/home.html	
University Policies	RU Academic Catalog	https://catalog.radford.edu/
University Student Forms	https://www.radford.edu/content/registrar/home/forms.html	
RU Student Health	https://www.radford.edu/content/student-health/home.html	
RUC Student Health	https://www.radford.edu/content/ruc/home/current-students/student-health.html	
Financial Aid	https://www.radford.edu/content/financial-aid/home.html	
University Graduation Information	https://www.radford.edu/content/registrar/home/graduation.html	
Student Professional Organizations	Student Nursing Organization (SNO)	
	Sigma (Epsilon PSI Chapter)	https://www.sigmanursing.org/personas/students

Provisions of the Code of Ethics for Nurses American Nurses Association 2015:

The code functions as a tool and mark of the nursing profession. Nursing students will be held to all code of ethics standards, and any breach of these standards could be cause for dismissal from the program.

- Provision 1 The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
- Provision 2 The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
- Provision 3 The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
- Provision 4 The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and provide optimum care.
- Provision 5 The nurse owes the same duties to self as to others, including the responsibility to promote health and safety; preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- Provision 6 The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- Provision 7 The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of nursing and health policy.
- Provision 8 The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- Provision 9 The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Academic Integrity

Honor Pledge:

I shall uphold the values and ideas of Radford University by engaging in responsible behavior and striving always to be accountable for my actions while holding myself and others to the highest moral and ethical standards of academic integrity and good citizenship as defined in the Standards of Student Conduct.

The Radford University Honor System provides the foundation for a university community in which freedom, trust and respect can prevail. In accepting admission to Radford University, each student makes a commitment to support and uphold the Honor code without compromise or exception.

Lying, stealing and violations of the Standards of Student Academic Integrity are considered to be acts of dishonor and will, therefore, cause a student to be subject to temporary or permanent suspension from the university community. All members of the Radford University community who have knowledge that a student has committed an honor violation are strongly encouraged to discuss this concern with a member of the faculty or a representative from the Office of Student Standards of Conduct.

Refer to the current Radford University Standards of Student Conduct for further explanation.

Title IX

Radford University faculty and staff are mandatory reporters of Title IX violations. Sexual harassment or misconduct will not be tolerated by students, faculty, staff, or third-party individuals where our students are in clinical. If at any time a student feels uncomfortable or feels that there may have been a Title IX violation, they are to report this to the Office of Institutional Equity, www.radford.edu/oie.

If at any time students feel that someone has acted unprofessionally toward them, they may report this to their clinical instructor or lead faculty of the course. Follow the chain of communication found in this handbook.

Student Accommodations

Students seeking academic accommodations under the Americans with Disabilities Act must register with Radford University's Center for Accessibility Services (CAS).

The policies regarding students with disabilities may be found on their website at

<https://www.radford.edu/content/cas/home.html>

Contact Information Phone: 540-831-6350 Email: cas@radford.edu

Student Illness or Hospitalization

With any illness (physical, emotional, or mental) or condition (pregnancy/injury), the School of Nursing may require that the student have documentation from a medical provider or counselor certifying that the student is able to perform all duties expected of a nursing student. The student may not be able to continue in the program until such documentation is received.

Student Emergencies

If a faculty member at any time feels that a student is in need of emergency assistance (physical or mental health), the faculty, if deemed appropriate, will notify the Radford University Police, Roanoke Police, or 911, who will activate the EMS system. The Dean of Students will also be notified. Any medical expenses incurred are the responsibility of the student.

Grade Appeals/Appeal Committees

The Radford University Procedures for Formal Grade Appeals will be followed by the School of Nursing. The policy may be found at

<https://www.radford.edu/content/registrar/home/students/grade-appeal.html>

School of Nursing Policy on Composition of the Student Grade Appeal Committee

The School of Nursing Student Grade Appeal Committee will consist of four School of Nursing Personnel Committee members. The remaining Personnel Committee members will serve as alternates if needed due to schedule conflicts or a conflict of interest. In addition, there will be one voting student member of the Student Grade Appeal Committee who is a non-nursing major. This member will be selected by the Director or Dean of the School of Nursing. The highest ranking and within rank, the most senior faculty member of the committee shall be the chair.

Bachelor of Science in Nursing (BSN)

The Bachelor of Science in Nursing (BSN) degree prepares graduates for the professional role of a registered nurse. Graduates of the BSN program are prepared to deliver and evaluate patient-centered care while demonstrating clinical competency, critical thinking skills, and caring behaviors. The BSN program builds upon a strong foundation of general education courses and prepares students to function as a nurse generalist in a wide variety of health settings. Coursework is designed to provide both theory and real-world strategies to help improve patient outcomes. Interprofessional collaboration focuses on promoting a culture of safety while enhancing the nurse-patient relationship. By advancing leadership and communication skills, the student will learn to effectively manage patient care.

The BSN graduate:

- promotes health to individuals, families, groups, and communities
- implements evidenced-based interventions when health is altered
- works in a variety of health care and community settings
- is prepared to pursue graduate education

There are three programs at Radford University School of Nursing with which to earn a BSN degree: Traditional BSN (TBSN), Accelerated BSN (ABSN), and RN to BSN. Each has its own program of study, and these are not designed for students to transfer between tracks.

RN to BSN Program

The RN to BSN post-licensure track of the undergraduate nursing program provides flexible online learning opportunities for students who are graduates of community colleges or diploma schools and are licensed registered nurses (RN). Co-enrollment options are available to students in the VCCS system.

This curriculum is designed to accommodate RNs who are employed and/or involved with family, community, and other responsibilities. Students must complete 10 core nursing courses (30 credits) at Radford University. Transfer credits are awarded towards the general education requirements for a B.S.N. per official transcripts. A total of 120 semester hours are required to complete the general education and specific nursing requirements. The NURS 409 RN Interprofessional Clinical and Capstone course incorporates 45 face-to-face precepted clinical hours with a nurse leader. For students who have achieved licensure as a Registered Nurse, a block of 20 credit hours will be awarded. Ideal for the working nurse, the program features six start dates each year. Candidates for the Bachelor of Science degree with a major in Nursing comply with regulations governing baccalaureate degrees at Radford University. RN-to-BSN students must meet the University's REAL requirements.

Admission Criteria

An individual may be admitted to the post-licensure track based upon the following eligibility criteria if they:

Option 1: (A) Hold an associate degree or diploma in nursing, AND (B) Hold a current unencumbered RN license.

Option 2: (A) Is actively enrolled in a VCCS AAS in a nursing program, (B) Completed one year of the nursing program, and (C) Has a 2.5 cumulative GPA on all nursing courses attempted and on all cumulative college work.

All students must have the following:

- Completed all the nursing prerequisites (or Equivalencies) with a grade of “C” or better
- Been admitted to Radford University

Required RN to BSN Nursing Courses	Credit Hours
NURS 400 RN Strategies for Professional Nursing	3
NURS 401 RN Theoretical Foundations of Nursing	3
NURS 402 RN Healthcare Informatics and Technology	3
NURS 403 RN Healthcare Policy	3
NURS 404 RN Community Health Nursing	3
NURS 405 RN Gerontological Nursing	3
NURS 406 RN Holistic Nursing	3
NURS 407 RN Nursing Leadership and Management	3
*NURS 408 RN Nursing Research and Evidence-Based Practice	3
*NURS 409 RN Interprofessional Clinical and Capstone	3

*Note: Statistics must be complete before taking NURS 408. NURS 409 requires 45 in-person hours with a nurse leader.

Additional Requirements with a “C” or better:

Microbiology with Lab – 4 credit hours

Statistics – 3 credit hours

Nutrition – 3 credit hours

Anatomy and Physiology – 8 credit hours

Additional Policies to note:

- If a student is concurrently enrolled, they may only take one RN-to-BSN course at a time.
- If a student has not completed all of the nursing prerequisites with a grade of “C” or better, they may only take one RN-to-BSN course at a time.
- Students cannot take 7-week courses and full-semester courses during the same session.
- Students must have at least a 2.5 GPA in nursing courses to graduate.
- All prerequisites must be completed prior to enrolling in NURS 409. Students may take one RN-to-BSN “NURS” course with NURS 409.
- NURS 409 is taken in the student’s last session prior to graduation.
- Co-enrolled students must have graduated from their VCC nursing program and successfully passed the NCLEX examination before they can enroll in NURS 409.
- All students must submit a copy of their current, unencumbered RN licensure to be able to take NURS 409.

Withdrawals

Students contemplating withdrawal should meet with their academic advisor to review university policies, and the RN-to-BSN course schedule of when the course being dropped is offered next. Students who choose to withdraw should notify the course faculty. Students who do not withdraw from courses but disengage from course activities and correspondence with faculty are responsible for any tuition incurred and the grade earned in the course.

Readmission

Students should notify their academic advisor when they plan to sit out for a session and contact their advisor when they plan to return. After an absence of one year, the student must reapply to

the University.

Progression

Students must achieve a grade of 80 to pass all RN-to-BSN “NURS” courses. The RN-to-BSN program adheres to the University policy on the repetition of courses.

Student Learning Outcomes and Program Outcomes for all BSN Programs

1. Integrate life-long learning strategies into professional nursing practice.
2. Assume leadership role within complex healthcare systems to promote holistic health and diverse populations.
3. Utilize evidence-based processes in collaboration with other members of the healthcare team to improve nursing practice and healthcare outcomes.
4. Utilize technology and information systems to enhance clinical decision-making.
5. Advocate for policies and legislation that promote a safe, affordable, patient-centered healthcare environment.
6. Utilize effective communication strategies to create a positive professional work environment.
7. Collaborate in the design, implementation, and evaluation of a health promotion program.
8. Exemplify the core values of nursing as a collaborative member of the healthcare team.
9. Facilitate coordination of care within a variety of healthcare settings.

Policies for RN-to-BSN Nursing Students Requirements & Standards for All Students

General Information

The program in nursing is demanding both academically and physically. Students must meet the ethical and technical standards of professional nursing. Health records, criminal background checks, and urine drug testing are required.

Nursing students are expected to maintain all of the following requirements on an ongoing basis during enrollment in the Nursing program.

All students must read the Radford University School of RN-BSN Undergraduate Handbook policies, sign the Student Agreement form, and upload the form to the RN-BSN Online Orientation Course in D2L prior to the beginning of the semester in which the student is admitted to the School of Nursing.

Functional and Technical Standards

The following serves to notify prospective students of standards for safe nursing practice. It is the student's responsibility to utilize a critical thinking process to assess, implement, and evaluate their ability to learn and fulfill these standards throughout the educational process and the act of professional nursing.

Essential Mental Abilities

- Follow instructions and rules.
- Demonstrate safe nursing practice within the defined clinical time period.
- Maintain reality orientation accompanied by short- and long-term memory.
- Assimilate knowledge acquired through lectures, discussion, readings, and self-directed studies and effectively apply that knowledge in clinical settings for a variety of client needs and problems.
- Locate, retrieve, and utilize information from a variety of resources, e.g., electronics, libraries, people, and organizations.
- Demonstrate the ability to apply basic mathematical skills accurately, including, but not limited to, ratio proportion concepts, use of conversion tables, and calculations of drug dosages and solutions.
- Comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
- Utilize sufficient critical thinking abilities for clinical judgment.
- Appreciate the diversity of people relative to age, gender, sexual orientation, culture, ethnicity, religion, socio-economic level, lifestyle, values, and functional ability.

Essential Communication Skills

- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, and mechanics.
- Speak clearly to communicate with patients, families, healthcare team members, peers, and faculty.
- Effectively utilize interpersonal abilities to interact with diverse individuals, families, and groups.

- Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals, families, community groups, and health care professionals.
- Read and accurately interpret written communications (i.e., test questions, provider orders, etc.).

Essential Physical Abilities Visual Acuity:

- Be able to read charts, records, scales, and handwritten notations and detect changes in skin color or condition accurately.
- Be able to draw up the correct quantity of medication in a syringe, and accurately read a syringe and any other measuring device.
- Demonstrate eye/hand coordination for manipulation of equipment.

Auditory Ability:

- Demonstrate the ability to distinguish tonal differences and the ability to use the telephone. Included in this policy, but not limited to, is the ability to communicate effectively with patients in English, detect sounds related to bodily functions using a stethoscope, and detect audible alarms generated by mechanical systems used to monitor patients.

Sensory Ability

- Distinguish odors, e.g., drugs, solutions, body fluids, smoke, and chemicals.
- Demonstrate sufficient tactile ability to differentiate changes in sensation, with or without the use of protective gloves, e.g., pulse, temperature, and skin irregularity.

Motor Ability

- Manipulate equipment appropriately to provide nursing care to clients, e.g., syringes, infusion pumps, life support devices, and stethoscopes. Use of hands for grasping, pushing, pulling, and fine manipulations.
- Move unassisted from room to room and stand and walk for six to twelve hours per day. Maintain balance while standing and able to reach below the waist and overhead.
- Provide a safe and clean environment and be able to assist others in activities of daily living, e.g., walking, bathing, eating, toileting, transferring, and lifting.
- Perform CPR (i.e., move a patient to compress the chest and manually ventilate the patient).
- Complete assignments with specified time periods, e.g., technical procedures, health assessments, written work, tests, and client documentation.
- Perform multiple tasks accurately in rapidly changing situations.

Other

- Take responsibility for personal safety in laboratory and clinical environments.

Policies for RN-to-BSN Nursing Students

Clinical Requirements

Students in NURS 409 will complete a 45-hour clinical practicum with a nurse leader preceptor. Together with the preceptor, the student will discuss goals and activities that will lead to the attainment of the course objectives. Additionally, the student will develop 4 individual objectives to meet through the identified leadership experiences. During the NURS 409 course, students will complete a capstone project on a selected patient safety or quality of care issue. The NURS 409

practicum is focused on leadership experiences.

Before You Start – Clinical Clearance

Students must complete all clinical and paperwork requirements, including any facility requirements, orientation, and education, prior to being cleared to start clinical with preceptors. A Radford University student badge is required to be worn during clinical. Information on how to order the badge will be provided to students 2 sessions prior to students taking NURS 409. Students will be notified by faculty when they are cleared to start clinical.

During Clinical

The dress code for clinical is business dress with RU Student ID visible. Check with your preceptor about any additional dress code requirements, such as the type of shoes or lab coats that may be required for their facility and if face masks are required. Students will need to adhere to the dress code of the facility where they are completing their clinical practicum. Students need to complete the unit orientation form with their preceptor on the first clinical day and obtain their preceptor's signature on the form. Students should be knowledgeable of the facility's policies on dress code, emergency alerts and disasters, and mobile devices. Students should not share any confidential information learned in clinical with anyone and should never post any patient or institutional information on social media platforms.

Preceptor's Role

- Preceptors will receive an orientation from course faculty on the course objectives, student objectives, capstone project, and clinical guidelines.
- Involve students in interactions and discussions with members of the interprofessional team. Students will learn from the preceptor's leadership style, interactions with stakeholders, and from observing problem-solving and critical thinking skills.
- Preceptors will be provided with the course syllabus, including course objectives and faculty contact information.
- Preceptors will work with the student to finalize the student's individual practicum objectives and plan for required practicum hours with the student.
- Assist the student in conducting the unit orientation on the first clinical day and sign the unit orientation form and include any important facility policies the student should know.
- Review your normal daily schedule and plan for each day.
- Preceptors will evaluate the student's performance and provide feedback on the practicum experience and project.
- Preceptors will validate the student's clinical hours and sign the practicum log.

Faculty's Role

- Facilitate clinical clearance and clinical placement for practicum students.
- Assist the student in the development of individualized objectives for the practicum experience.
- Review course objectives with the student and preceptor.
- Provide direction and support towards the accomplishment of course objectives and capstone project.
- Available on-call during any student clinical.
- A resource for student and preceptor for any practicum, course, and policy questions.
- Perform the final clinical evaluation of the student and verify completion of clinical hours.

Clinical Clearance

Criminal Background Checks

Applications can be denied because of previous felony or misdemeanor charges or convictions. If admitted to the nursing major, students are required to do a Criminal Background Check (CBC) and drug screening. If the Criminal Background Check and/or drug screen shows issues of concern, the School of Nursing will take appropriate action, which could include dismissal. The information will be shared with the clinical agencies that the School of Nursing uses for clinical placements. The clinical agencies will determine eligibility for clinical at the agency. If the clinical agency refuses to allow a student in clinical, the student will be dismissed by the School of Nursing.

The School of Nursing must adhere to requirements established by clinical agencies regarding Criminal Background Checks (CBC) on students and faculty members. ***All students will be required to have a CBC prior to participating in NURS 409 RN Interprofessional Clinical and Capstone.*** The School of Nursing has contracted with CastleBranch (CB) to do the background checks. Directions on how to complete the background check will be provided two sessions prior to the student's NURS 409 session. Students will need to indicate whether they are a resident of Virginia or a Non-Resident of Virginia. The student will be responsible for the fees associated with any CBCs required for clinical.

If the background check shows issues of concern, the results will be shared with the clinical agencies that the School of Nursing uses for clinical. The clinical agencies will determine whether you can come to their agency for clinical. If the clinical agency refuses to allow you in clinical, you will be dismissed by the School of Nursing. Conduct checks will be done every semester by the School of Nursing with the Office of Student Standards and Conduct.

Charges / Convictions

After you start the nursing major, if you are charged or convicted, pled guilty to, or pled nolo contendere (no contest) to a violation of any federal, state, or other statute or ordinance constituting a felony or misdemeanor, this includes offenses for driving under the influence of drugs and/or alcohol must be reported to the RN-to-BSN Program Coordinator of the School of Nursing. Failure to report this information will result in disciplinary action by the School of Nursing. This will be reported to clinical agencies as necessary and to the Dean of Students and the Office of Student Standards and Conduct. The student will provide all required and requested court papers. The clinical agency will decide if a student can attend clinical. If not, the student will be required to withdraw from the School of Nursing.

Determination of Conduct Violations on Record

All student names will be verified with the Office of Student Standards and Conduct each semester to determine any conduct violations on record. Some violations could result in a student being unable to attend clinical, which could result in permanent dismissal from the nursing program.

Drug Screening and Alcohol Policy

The following policy applies to all students enrolled in the Radford University School of Nursing. The School of Nursing is committed to educating professional nurses and is obligated to provide safe and effective care to the clients we serve. We also have an obligation to those agencies with whom we contract to ensure that our students are capable of providing safe care to their clients. With this commitment and obligation in mind, the School of Nursing is reaffirming a position of **no tolerance** for conduct associated with drug and alcohol use/abuse that in any way jeopardizes the preservation of patient safety or the pursuit of excellence in professionalism and education. All students enrolled in the School of Nursing will be held accountable to the standards of academic and clinical conduct outlined in this policy. Students must comply with the policies of the facility where they are completing their practicum clinical. Clinical placement cannot be guaranteed for students who have a positive drug screen.

“Drugs” and “Alcohol” are defined to include any substance with the potential to produce the effects of intoxication and/or behavior which may adversely affect a student’s ability to safely and efficiently perform in the clinical or classroom environment.

It is understood that there are circumstances where students may need to take medications due to medical conditions which may possibly impair their performance. Students in a clinical setting are required to be aware of the effect that all medications may have on performance and must notify their instructor and receive confirmation of approval to attend clinical assignments **prior** to attendance in the clinical setting.

Alcohol

All students are held accountable for the Alcoholic Beverage Policy and Virginia State Alcoholic Beverage Control Laws as outlined in the Radford University Standards of Student Conduct. Virginia State Alcoholic Beverage Control Laws state, “Persons under the age of 21 are prohibited to buy, possess, drink or serve beer, wine or liquor in Virginia.”

No student may consume or be under the influence of or be in possession of alcohol at any time the student is in the classroom, labs, and/or performing clinical duties.

Use of alcohol will result in immediate removal from the classroom or clinical setting and is considered a violation of this policy.

In addition to this policy, any use/abuse of alcohol outside the clinical, lab, or classroom which adversely affects a student's performance in the clinical setting or classroom or adversely affects or threatens to adversely affect other interests of the School of Nursing is prohibited and will result in disciplinary action and possible dismissal from the program. As described in the Radford University Standards of Student Conduct, "Public intoxication is illegal. (Those conditions considered to indicate intoxication, although not necessarily limited to those listed, include: affected manner or disposition, speech, muscular movements, general appearance or behavior **as apparent to the observer**.)"

Illegal Use of Controlled Substances:

All students are accountable to the drug policy as outlined in the Radford University Standards of Student Conduct, which states, "Possession, use, distribution, manufacture or sale of controlled substances or illegal drugs is prohibited."

Any student with drug or alcohol-related problems that voluntarily disclose will be referred to the Radford University Center for Counseling Services and the Office of Substance Abuse, Violence Education and Support Services (SAVES).

Participation in the Center for Counseling Services or SAVES does not relieve any student from overall compliance with the School of Nursing's drug and alcohol policy or attendance, performance, and other rules and standards generally applicable to students. Those students who have disclosed alcohol or drug-related problems may be required to submit to immediate drug/alcohol testing. A student who has drug or alcohol-related problems will not be able to attend clinical and, therefore, will be withdrawn from the School of Nursing. The student may reapply to the School of Nursing when the student has documentation of successful rehab. Readmission is not guaranteed, and periodic drug and alcohol testing may be required if they are readmitted to the School of Nursing.

Drug Testing:

- a) The following categories of drugs will be tested for in the urine drug screen:
- b) Amphetamines
- c) Barbiturates
- d) Benzodiazepines
- e) Cannabinoids (THC) (Please note CBD can contain THC and may make a drug screening positive for marijuana which is prohibited by clinical agencies).
- f) Cocaine (as Benzoyllecgonine)
- g) Meperidine (Demerol)
- h) Methadone (Dolophine)
- i) Opiates (codeine, morphine, hydrocodone, hydromorphone)
- j) Oxycodone (Oxycodone, oxymorphone)
- k) Phencyclidine (PCP)
- l) Propoxyphene (Darvon)
- m) Tramadol
- n) Dilution testing- creatinine

Policy for Drug Screening:

- 1) RN-to-BSN students must have a negative urine drug screen within 30 days **prior to participating in NURS 409 RN Interprofessional Clinical and Capstone.**
- 2) A SAMSHA (Federally) certified reference laboratory must perform testing. The School of Nursing will designate where students are to receive their drug screen.
- 3) The testing fee is the responsibility of the individual student.
- 4) A student who tests positive on the drug screen panel will have the results reviewed by the Medical Review Officer (MRO) of the laboratory. The final determination of a positive or negative drug screen will be determined by the MRO. Failure to follow up as directed with the MRO results in a POSITIVE drug screen panel for the student.
- 5) The School of Nursing reserves the right to require additional drug screening at any time during enrollment in the School of Nursing.
- 6) If a student is found to be positive in any drug category, as reported by the lab MRO, the student will not be allowed to enroll in any courses during that session and must follow the policy for readmission/progression after a failed drug test.

Policy for Positive Drug Screens:

- 1) Students will be placed on program probation and not allowed to attend during the scheduled clinical semester.
- 2) Toward the end of the probation session, the urine drug screen will be repeated, and students may reapply for progression by writing a letter to the RN-to-BSN Admissions, Progression, and Graduation (APG) Curriculum Committee and request consideration for continuance in the program.
- 3) If approved to progress, the student will be subject to adherence to an individualized progression plan, including random drug screening(s), throughout the remainder of their time in the School of Nursing.
- 4) The student is responsible for the expenses related to all drug screenings.
- 5) If, at any time, the student demonstrates a second positive drug screen, the student will be permanently dismissed from the School of Nursing with no possibility of readmission.

Procedure for Urine Testing:

- 1) RN-to-BSN students will have a urine drug testing at a time designated by the School of Nursing. Students may be subject to additional screenings at the student's expense.
- 2) The School of Nursing will send an email to each student with instructions on how to order the drug screening and the time frame the drug screening must be completed. All drug screenings must be completed within the time frame and have a negative report. If drug screening is not completed within the time frame, the student will not be allowed to attend clinical during that session. The student must request a continuance and follow the policy for positive drug screening.
- 3) You will order your drug screening online through Castle Branch. The order form will require personal information – You will enter your full name, date of birth, social security number, current address, phone number, and e-mail address.
- 4) When you register for testing, you will be given a location of the LabCorp that is closest to the address you provide on the order form. If you are not at the address you list on the order form, you can take your custody form, LabCorp Drug Screen Registration Form, to any LabCorp and have the drug screening done. You will have to find the nearest LabCorp to where you are staying.
- 5) Within 24 - 48 hours after you place your order, the LabCorp Drug Screen Registration Form

will be placed directly into your CastleBranch account. You will receive an email that your LabCorp Drug Screen Registration Form is ready to print. You will need to print the form and take it with you to do the test.

- 6) When the final report is posted to your CastleBranch account, the results must be negative. Drinking large amounts of water may cause a dilute negative result. If you have a dilute negative, you will be required to retest. You will need to order another drug screening and pay an additional fee to retest.
- 7) If you are on medication(s), this may affect the results of your screening. The assigned laboratory's Medical Review Officer (MRO) will review your test results to determine the results of your screening. The MRO will call you to clear up any possible positive screening. Failure to make contact with the MRO will result in a POSITIVE drug screening posted to your CastleBranch account and reported to the School of Nursing. If you have a positive screening posted to your CastleBranch account due to not following up with the MRO, you will not be allowed to be enrolled in any courses during that session and must follow the policy for readmission/progression after a positive drug screen. All students must have a negative screening. Please answer all unknown calls during this time in order to speak to the MRO if they try to reach you.
- 8) Your drug screening results will be posted to your CastleBranch account. The School of Nursing will have access to the results.
- 9) If a student cannot provide a urine sample at the time of screening, they will be required to reorder the test, pay the additional fees of and retest within the provided time frame.

Drug Screening Under Reasonable Suspicion:

- 1) The instructor will request the student to leave the clinical environment and direct that student to the agency administrative office if there is reasonable suspicion of substance abuse. A reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior. Observable signs might include, but are not limited to:
 - Slurred speech
 - Odor of alcohol on breath or person
 - Unsteady gait
 - Disoriented or confused behavior
 - Significant changes in work habits
 - Observed behaviors indicative of hallucinations
 - Unexplained accident or injury
 - Sloppy, inappropriate clothing or appearance
 - Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements
 - Excessive sick days, excessive tardiness when reporting for class or clinical
 - Missed deadlines, careless mistakes, taking longer than customary to complete work
 - Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
 - Performance (unsafe practices, unsatisfactory work)
 - Alertness (change in alertness, sleepy, confused)
 - Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening,

- antagonistic)
- Eyes (bloodshot, dilated)
- Other clinical observations consistent with impairment

Procedure for Testing for Reasonable Suspicion During a Clinical Rotation:

- 1) The clinical faculty or program coordinator of the School of Nursing will be immediately notified by the preceptor of the incident.
- 2) The clinical faculty will request the student to leave the clinical environment and direct that student to the collection site or emergency department as per agency protocol.
- 3) The School of Nursing official will notify the laboratory/ED that a student is being sent for testing.
- 4) Following testing, it is the student's responsibility to secure safe transportation home.
- 5) The student is responsible for any costs associated with laboratory testing and transportation.
- 6) The student will not be allowed to return to the clinical environment until the test results are confirmed.
- 7) If test results are negative, students will be allowed to make up missed work.

Drug Testing Results:

- 1) Positive test results will be reported to a Medical Review Officer (MRO) appointed by the testing laboratory. The Medical Review Officer will confer with the student to determine if there is any authorized reason for the positive test result. Failure to make contact with the MRO as requested results in a POSITIVE drug screening.
- 2) All confirmed positive test results will be reported to the School of Nursing RN-to-BSN Coordinator, Chair, and Dean of the School of Nursing. Progression issues with students are reported to the Chair of the Admissions, Progression, and Graduation (APG) Curriculum Committee.
- 3) Any student who, as a result of testing, is found to have unauthorized drugs or alcohol in his or her system in excess of established standards, regardless of when or where the substance entered the student's system, will be considered in violation of this policy.
- 4) If a test result shows the test or specimen is rejected, canceled, or given a No test result due to an invalid sample- the test will be considered adulterated. If the test shows the temperature of the sample is invalid, or the creatinine, specific gravity, or color makes the sample invalid- the test will be considered adulterated, and the test will be considered positive and in violation of the drug and alcohol policy.

Confidentiality and Drug Screening/Testing:

All records and information obtained by the School of Nursing regarding drug testing will be maintained by restricting access, on a need-to-know basis, to those designated by the Dean or Director of Nursing - as allowed for by the Family Educational Right to Privacy Act. (Buckley Amendment) which can be viewed at <http://cpsr.org/prevsite/cpsr/privacy/ssn/ferpa.buckley.html/>

Health Records Requirements

The following must be uploaded to the student's CastleBranch account prior to the beginning of

starting in the Nursing major:

- Personal information and next of kin
- Health care credentials
- Health history
- Tuberculosis screening (aka PPD): 2-step PPD or the QuantiFERON Gold (must be done annually and is the responsibility of the student)
- Certificate of immunizations (6):
- Tetanus, diphtheria, and pertussis (Tdap)
- Measles, mumps, and rubella (MMR)
- Polio virus series of 4 vaccines (IPV)
- Meningococcal conjugate vaccine
- Hepatitis B vaccine series of 3 vaccines
- Varicella zoster
- Annual Flu vaccine
- Covid-19 vaccine(s)— Covid-19 vaccine card or approved exemption documentation
- Physical examination with health care provider's signature
- Student signature and health record dated

After the initial submission of the requisite forms, any changes in information originally submitted that occur during a student's enrollment in the program must be immediately communicated to the Program Coordinators and the Clinical Coordinator/Clinical Resource Associate to confirm clinical or program eligibility. This is the responsibility of the student, and failure to comply with this mandate may jeopardize a student's participation in the required clinical or didactic portion of the program.

Changes to Health Status

All health status changes are considered important and relevant. Health status changes that are prolonged or highly disruptive to course participation or clinical must be immediately communicated. The communication path to follow is the Course/Clinical Instructor and the Program Coordinator. In various circumstances, the consent of a qualified health care professional may be required to permit the student to continue in the course and/or clinical area.

With any illness (physical, emotional, or mental) or condition (pregnancy/injury), the School of Nursing may require that the student have documentation from a medical provider or counselor certifying that the student is able to perform all duties expected of a nursing student (in the course and/or clinical area). The student may not be able to continue in the program until such documentation is received. The student is responsible for any expenses incurred related to illness or injury while acting in the capacity of a student.

Flu Vaccine

Radford University Nursing students: the flu vaccine is required by many of our clinical agencies. Therefore, nursing students will be required to get a flu vaccine by October 1st of each year unless a student has a documented medical reason they cannot receive the flu shot. Students need to upload proof of their flu vaccine or medical documentation about why they have to decline. Students who do not receive the flu vaccine will be required to wear a mask in all patient settings and may limit where a student can attend clinical.

Immunizations & Tuberculosis Screening

All immunizations **MUST** be completed, and verification must be recorded on the health record. Verification of Tuberculosis Screening (2-step PPD, QuantiFERON Gold (QFT- G) or Chest X-Ray if positive screening or previous positive screening must be completed two sessions prior to taking NURS 409. **All pertinent information must be submitted to the student's CastleBranch account by the date given by the School of Nursing.**

Please do not ask nursing faculty to sign off on paperwork for a negative PPD. Please return to the place where you received the test to have them sign off.

Private Health Insurance

Students are required to have private health insurance when starting clinical courses and are required to provide proof and upload their insurance card to their CastleBranch account. This is a requirement of our clinical agencies. Students are responsible for all expenses related to required vaccinations and physical exams. Students will be responsible for all expenses related to providing documentation from a healthcare provider if class or clinical is missed due to illness. If a student has a medical issue during clinical, the student is solely responsible for the out-of-pocket expenses related to any care provided.

Liability Insurance

It is highly recommended that students carry their own liability or malpractice insurance for nursing students. An individual is legally and financially responsible for injury caused as a result of one's negligence. The School of Nursing does not recommend any specific company, and any company can be used. The following is provided for information only: Nurses Service Organization (NSO) is the official National Student Nurses' Association (NSNA)-endorsed provider of professional liability insurance for nursing students.

BLS/CPR Certification

All nursing students are required to maintain cardiopulmonary resuscitation (CPR) certification where clinical rotations are required. *The American Heart Association*

BLS-C Health Care Provider course is the only approved course for CPR and must be renewed every two years. Some CPR courses offer the didactic (lecture) component online, but you must be checked off by an AHA-certified CPR instructor for the hands-on component in order for the course to be accepted by the School of Nursing.

The student is responsible for maintaining current certification throughout the nursing program where clinical rotations are required and is responsible for submitting a copy of the new card or ecard to the CastleBranch account. If the CPR certification expires, the student will not be allowed to attend clinical rotations until they have updated this information on their CastleBranch account and approved by the School of Nursing designee. **No grace period will be allowed, and not attending clinical will result in probationary action.**

Basic First Aid certification is not required but optional. This may be included in some CPR courses and may provide students with valuable beginning skills.

School of Nursing Grading Scale

The undergraduate Nursing programs use the Radford University grading scale, except **the minimum passing grade for all RN-to-BSN (NURS) nursing courses is 80 (B-).**

There will be no rounding up of the final course grade.

Letter Grade	Numeric Grade	Grade Point Value
A	93.00 to 100	4.0
A-	90.00 to 92.99	3.7
B+	87.00 to 89.99	3.3
B	83.00 to 86.99	3.0
B-	80.00 to 82.99	2.7
C+	77.00 to 79.99	2.3
C	73.00 to 76.99	2.0
C-	70.00 to 72.99	1.7
D+	67.00 to 69.99	1.3
D	63.00 to 66.99	1.0
D-	60.00 to 62.99	0.7
F	59.99 and lower	0

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Incomplete Grades

Incompletes must be completed prior to progressing to the next sequential nursing semester. Incompletes may not be completed during Wintermester, Maymester, or Summermester.

Required Textbooks and Materials

Student success is highly dependent upon excellent learning resources. Required textbooks and learning resources are required in each RN-to-BSN course.

Required course materials, including but not limited to textbooks, are published each semester through the Radford University Bookstore at <https://radfordu.bncollege.com/>. The Radford University bookstore is knowledgeable in student textbook purchases and can aid students in a format selection that provides the student access to all available learning resources. The School of Nursing faculty and administration carry no responsibility in student textbook format choice, supplier choice, or purchase. Students are responsible for attaining all required course textbooks and learning resources. Some textbooks are used later in the RN-to-BSN program and should be retained. Students are responsible for payment of any learning source.

Infection Control and Exposure Incidents for Students

Students are required to always use universal precautions in clinical settings to prevent contact with blood, body fluids, or other potentially infectious materials.

Students will know and follow the infection control policies of the institution in which they are affiliated.

An exposure is defined as: injury with a contaminated instrument (contaminated needles, blades, or sharp instruments); contact of blood or body fluids containing blood into an open wound; cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin is chapped, abraded, or afflicted with dermatitis.

Should an exposure occur in a clinical facility, follow the policy of that facility. It is customary for students to either report to Employee Health or to the Emergency Department if such is available. If an exposure should occur:

- 1) Immediately following a needle stick, laceration, or skin exposure to blood/body fluid, wash the site with soap and water- do not squeeze the affected area. For mucous membranes exposures, rinse the affected area with water.
- 2) Report the incident to the clinical instructor or nursing preceptor immediately.
- 3) Follow the agency/facility policy for exposures. (Most of the time, this will involve reporting to Employee health or to the Emergency Department).
- 4) The faculty member should notify the RN-to-BSN Coordinator, Chair, or Dean and document the incident, and place it in the student file.
- 5) The agency will be responsible for source testing of patients if necessary.

Workman compensation at Radford University or at any clinical facility does not cover students. The student will be responsible for all costs associated with follow-up medical care, labs, and medications. Students may have the choice to go to their own private physician, or some facilities may offer for students to pay Occupational Health/Emergency/Employee health Department charges. If the student chooses to go to their private physician, source patient blood testing will not occur unless they inform the Occupational Health/Emergency/Employee health Department of the exposure immediately.

Student Participation in Clinical/Courses

The faculty member has the responsibility to decide whether the student is well prepared, safe, physically, emotionally, and cognitively competent to carry out clinical responsibilities. The faculty member has the authority to remove the student from the clinical/setting. Student removal may affect the course grade and successful progression in the nursing program.

Examples of cause for removal are when:

- a. The student is absent, tardy, or not prepared for clinical experiences.
- b. The student is ill.
- c. The student's behavior is impaired, disruptive or unprofessional.
- d. There is any compromise of safe practice including, but not limited to, psychomotor and/or psychosocial areas.
- e. Other situations arise in which the faculty member deems that the student should not participate.
- f. Students may not have any temporary medical assistive device while on any clinical unit. This includes but is not limited to arm slings, foot cast/boot, leg brace, knee brace, fracture shoe, or finger splint. Students requiring temporary assistive medical devices must stay out of clinical until the assistive device is no longer needed and they have a note from their provider that they are 100% functional, have no restrictions, and can ambulate, wash hands up to their elbows, lift/move patients, and perform CPR.

Program Probation

Program probation will be used for violations that warrant probation beyond one course or one level. When a student is placed on program probation, the probation period is extended until all nursing courses are successfully completed. A copy of the probation forms will be placed in the student's file.

All students on program probation will be discussed with the RN-to-BSN Coordinator.

All breaches of the standards set forth in the RU Honor Pledge or patient safety violations will result in a minimum of program probation and could result in School of Nursing or University dismissal. Students may be dismissed from the program because of a single violation/incident. Students may be dismissed from the School of Nursing, having not been placed on probation.

The student will be informed in writing about the program probation. This status will be noted in the student file and will be forwarded to all successive faculty. Faculty will be informed about the probationary status of the student. If there is another infraction that violates the terms of the probation, the student can be permanently dismissed from the program and must withdraw from all courses immediately.

The Dean of Students and/or the Office of Student Standards and Conduct may be notified about a student's probationary status.

Nursing Committees, Organizations, and Activities

All students are encouraged to become active members of College organizations that are of interest.

School of Nursing Committees

Student input and feedback are integral to ongoing program evaluation that fosters ongoing improvement. Student representatives are requested to serve on specific nursing faculty committees, as well as on selected College committees. Interested students are invited to submit their names to the Program Coordinator, or they may discuss possible nursing faculty committee appointments with their advisor or a member of the nursing faculty. Student input is invited, and student participation is greatly appreciated. Student input is used to identify strengths and opportunities for improvements in the nursing program, and all students are encouraged to participate.

Student Nurses' Organization (SNO) for Students in Baccalaureate Degree in Nursing Programs

All RN-to-BSN students are invited and encouraged to join the Student Nurse's Organization at either Radford University's main campus or Radford University Carilion. The Radford University campus chapters of the Student Nurses' Organization are affiliated with the National Student Nurses' Association.

Sigma Theta Tau International Honor Society, Epsilon Psi Chapter

Sigma is an international honor society with the vision of creating a global community of nurses who lead in using knowledge, scholarship, service, and learning to improve the health of the world's people. Qualified students are invited to join the honor society through one of 540 chapters throughout 100 countries around the world.

Membership eligibility criteria:

- a. Completed at least ½ of the nursing curriculum
- b. Achieve academic excellence
- c. Rank in the top 35%
- d. Meet expectations of academic integrity

The Radford University chapter of Sigma is Epsilon Psi. For more information about this organization, go to the Epsilon Psi chapter, Sigma Theta Tau International Nursing Honor Society site.

Degree and Graduation Requirements

It is the responsibility of the student to ensure that they meet the degree requirements. Students should meet with their advisor to review their academic records and establish a plan for completing degree requirements.

To meet graduation requirements, students must

- Complete 10 core nursing courses (30 credits) at Radford University with a score of 80 or higher
- Have a total of 120 semester hours required to complete the general education and specific nursing requirements.
- Complete all nursing courses, prerequisites, and the required interprofessional clinical hours, capstone course project, and clinical paperwork
- Have at least a 2.5 GPA in nursing courses to graduate

Pinning and Graduation Ceremony

Associated Items and Costs

- Nursing Pin – cost is \$40-\$340 depending on the type of pin the student chooses
- Graduation Cap and Gown – may be purchased in Radford University Bookstore

Nursing Pin

Upon graduation, the student will have the right and privilege of wearing the School of Nursing pin. Students will order the pin at the beginning of the final semester prior to graduation. The school pin designed for the Radford University Nursing Graduate is oval in design. The pin is surrounded by a gold edge of twelve scallops representing the members of the first class. The outer band of the original pin was white enamel, representing nursing, with Radford University Nursing embedded in gold. Today, this outer band may also be gold or silver. The center is of black enamel lettering upon which is superimposed a gold ankh, an ancient symbol for love, life, and peace. The ankh has the infinity symbol resting horizontally across it.

Radford University School of Nursing Student Agreement Form

The purpose of this form is to document that I have: (1) read the RN-to-BSN Handbook, the Standards of Professional Practice for the Radford University School of Nursing, reviewed the Standards for Student Conduct at Radford University, (2) familiarized myself with the expectations contained in these documents; (3) agreed to abide by these policies, standards, and expectations in the School of Nursing. I understand that the standards and policies are in addition to other behavioral/performance standards that are in the Radford University Student Handbook and those that may be identified by clinical agencies.

I am aware that faculty will share information about me in written form and in verbal discussions with each other. This information sharing is necessary for the promotion of safety for patients in clinical settings and for continuity in the development of a professional nurse. I give my permission for faculty to discuss verbally and document in my advising records pertinent information regarding my clinical and academic performance and professional and student conduct.

I am aware The School of Nursing will receive all conduct records from the Office of Student Conduct.

I am aware that I will be required to disclose to the Chair or RN-to-BSN Coordinator any conduct or honor code violations that I receive while a student in the School of Nursing. I am aware that I am required to disclose any charges brought against me for violation of any local, state, or federal law.

Student files are made available to individuals during accreditation visits and site visits to any entity with oversight of the nursing program. Student files are also accessible as needed by nursing administrators, Chairs, Coordinators, the Director, the Dean, Associate Dean, or any nursing faculty member or school affiliate involved with the ongoing education or progression of the student.

I agree that if I provide the name of a faculty member for reference, the faculty member can use all student academic records, advisement notes, clinical evaluations, and all contents of the student's file in the School of Nursing.

I understand and agree that my health records, health-related test results, criminal background check, drug screening, CPR, and other pertinent information will be shared with clinical agencies and other affiliates as needed.

I understand that failure to sign this document or abide by these policies and standards may result in dismissal by the School of Nursing.

Signature: _____

Print Name: _____

Student ID #: _____

Date: _____

Conduct and Dismissal Policy

1. **PURPOSE:**

The *School of Nursing Dismissal Policy* outlines the expectations related to student conduct, identifies causes for student dismissal, and explains the procedural steps for program dismissal.

2. **Applicability:**

This policy applies to all nursing students enrolled within the School of Nursing.

3. **Definitions:**

Program dismissal: Involuntary removal of a student by the School of Nursing from a nursing program.

Appeal meeting: A closed meeting held by an ad hoc committee created by the Dean of the School of Nursing to review documentation and evidence related to a student appeal following a nursing program dismissal to determine if a student appellant hearing is recommended by the committee.

Student appellant hearing: A formal, closed hearing held per the recommendation by an ad hoc appeal committee and support from the Dean of the School of Nursing in which evidence and witness testimony related to a student appeal is heard for the purpose of determining if adequate evidence supports the decision of a nursing program dismissal to be overturned.

4. **Policy:**

School of Nursing students are expected to follow all requirements and uphold all expectations as outlined in the *Waldron College Standards for Professional Practice Education and the Radford University Student Standards of Conduct Policy*, which includes the Radford University Honor Pledge.

- a. Students are expected to act in a professional manner both inside and outside the School of Nursing. Examples of unprofessional behavior (but not limited to):
 - I) Demeaning, belittling, or harassing others
 - II) Rumoring, gossiping about, or damaging the reputation of a classmate or professor in any way, including any social media
 - III) Habitually interrupting when someone else is speaking
 - IV) Emails that are inflammatory or use unprofessional language
 - V) Not responding to email or voice mail that requires a reply
 - VI) Yelling or screaming
 - VII) Slamming door
 - VIII) Threatening others in any way, verbal, non-verbal, physical, or implied
 - IX) Displays of temper
 - X) Dressing in an unprofessional manner
 - XI) Other behaviors identified by faculty, staff, or clinical agency personnel as unprofessional.
- b. Professional relations among all members of the medical community shall be marked by civility.
 - A. Students will deal with professionals, staff, and peer members of the health team in a considerate manner and with a spirit of cooperation.
 - B. It is unethical and harmful for a student to disparage, without sufficient evidence, the professional competence, knowledge, qualifications, or services of a colleague to

anyone.

- C. It is unethical to imply without reliable evidence- by word, gesture, or deed- a patient has been poorly managed or mistreated by a colleague.

- c. Any student possessing knowledge that a student has committed academic or professional misconduct is expected to report the infraction(s) to the School of Nursing Faculty or a member of the School of Nursing administrative team. Including (but not limited to) sharing or distributing questions and/or answers from any test or exam (including Kaplan tests), recording or taking photos of test reviews or exams.

- d. In the event the students do not comply with professional and ethical behavioral expectations, students will be permanently removed from the Nursing program for the following reasons:
 - A. A single or repeated violation/incident related to safety violations, breaches of the Radford University Honor Pledge, or contravention of the Student Standards of Conduct Policy with or without having been placed on probation.

- e. The Dean of the School of Nursing reserves the right to dismiss a student at his/her discretion at any time when warranted related to patient or student safety concerns.

- f. The student has the right to an appeal by following the procedures outlined within the *Formal Appeals of the Nursing Program Policy*.

Confidentiality Policy

1. PURPOSE:

The *Radford University School of Nursing Confidentiality Policy* describes expectations related to maintaining confidentiality of protected health information (PHI).

2. DEFINITIONS:

Protected health information (PHI): Any information in a medical record that can be used to identify an individual and that was created, used, or disclosed while providing a health care service, such as a diagnosis or treatment.

3. POLICY:

To make every effort to maintain patient confidentiality, nursing students, faculty, and administrative staff must:

- a. Follow all applicable federal, state, and local laws, as well as all facility, university, and School of Nursing policies regarding confidentiality related to protected patient information as outlined in facility confidentiality agreements.
- b. Only use confidential information in the performance of school-related activities.
- c. Discuss clinical cases only with assigned Radford University School of Nursing faculty or in a private clinical conference setting.
- d. **Not** discuss any clinical or classroom content with those who do not meet the criteria for “need to know.” <https://www.hhs.gov/hipaa/for-professionals/index.html>. This includes:
 - Those not directly involved with class or clinical, such as friends or family, and **any** person via social media (YouTube, Facebook, Twitter, Instagram, etc.).
 - **Not** discuss any patient or clinical event (even if the patient’s name is not used) in any location where other persons could potentially overhear, such as elevators or in the cafeteria.
 - **Not** discuss any Simulation Center clinical or patient encounter outside of the simulation lab, nursing classroom, or private clinical conference.
 - **Not** access the medical records of any other nursing student, friend, family member, or patient not assigned by faculty for any reason unless it cannot be avoided during the professional role as a nursing student.
- e. Shred any printed materials no longer needed, including graded assignments, at the end of the semester or as soon as no longer needed, whichever comes first. Place all clinical paperwork (report sheets, data gathering sheets) no longer needed at the end of the clinical day into designated shredding bins at the clinical institution.
- f. Delete any and all patient or clinical information from personal computers, hard drives, or any other electronic sources used for educational purposes.
- g. **Not** share clinical paperwork with anyone other than faculty.
- h. **Not** search for information or collect data on other patients who are in another setting/ unit within the assigned facility.
- i. **Not** access a patient’s chart from any computer other than the assigned floor unless instructed to do

so by the facility as part of a patient treatment or transfer process.

- j. Not remove or photograph any medical record, in full or in part, from any institution without prior approval. Photocopying of the entire record is never permitted for presentations, rounds, or conferences. If permitted by the health care institution or provider, students are permitted to extract only information that is **necessary** and remove any names or identifying information.
- k. In the clinical setting, audio or video recordings are not allowed at any time. Students should be aware that audio or video recordings in clinical will result in failure of the course and possible permanent dismissal from the program. Audio/video recordings involving patients could be a HIPAA violation and could result in criminal prosecution.
- l. Students must obtain permission from the faculty member prior to any audio or video recording. It is considered unprofessional behavior and a violation of student conduct to not obtain permission to audio or video record any classroom material prior to doing so. Faculty may deny students audio or video recordings of lectures.
- m. Any violation of confidentiality laws/policies may result in a student's immediate dismissal from the Nursing program. Readmission is dependent on the severity of the offense, agency restrictions, and space availability.

Formal Appeal of Nursing Program Dismissal Policy

1. PURPOSE:

The *Radford University School of Nursing Formal Appeal of Nursing Program Dismissal Policy* describes the process in which a student appeals program dismissal.

2. Definition:

Program Dismissal: Students that are permanently dismissed for failing to meet the SON requirements as outlined in the School of Nursing Handbook, including but not limited to a positive drug screen, background check violations that would not allow a student to attend clinical, academic dishonesty, unprofessional/unethical behavior(s).

3. Policy:

- a. The SON will provide written notification, including rationale, at the end of the semester following a dismissal decision from the RN-to-BSN APG Curriculum Committee. However, in the case that dismissal occurs prior to the end of the semester, the Academic Unit Head/Chair will notify the student immediately. The student will be notified using their RU email address.
- b. The student desiring to appeal is responsible for initiating this process by written request to the Academic Unit Head/Chair for the School of Nursing within five (5) business days of the personal notification meeting with the student.
- c. In the written appeal letter, the student should address the following:
 - Precisely and specifically state the reasons for the appeal, noting extenuating circumstances leading to the dismissal; and,
 - Offer suggestions as to what the student would consider a fair resolution of the appeal, with supporting justification.

4. Procedures:

1. Within fifteen (15) business days of receipt of a request for an appeal, the Dean of the School of Nursing will appoint an Adhoc appeal committee and a designated chair to hear the appeal during an appeal meeting.
 - a. The Dean of the School of Nursing will gather all evidence related to the appeal from all parties and present it to the ad hoc appeals committee.
 - b. The ad hoc appeal committee shall consist of three (3) nursing faculty members with voting privileges.
 - c. Students are not present for the appeal meeting to be conducted and a decision rendered.
 - d. Minutes of the meeting and copies of any evidence presented shall become part of the record.

4. Within five (5) business days, the designated ad hoc appeals committee chair will schedule an Adhoc appeal committee meeting within fifteen (15) days to discuss the evidence and provide the Dean of the School of Nursing a recommendation regarding whether there is a need for a hearing.
 - e. If the ad hoc appeal committee makes the recommendation there is not adequate evidence to support a hearing, the appeal is denied, and the program dismissal is final.
 - f. If the ad hoc appeal committee makes the recommendation, there are grounds for a hearing based on the evidence presented, then the Dean of the School of Nursing shall schedule the student appellant hearing no sooner than ten (10) and no later than twenty (20) class days after the notice of a hearing is given to the instructor and the student appellant.

2. The Dean of the School of Nursing shall choose the time and place for the closed student appellant hearing. The School of Nursing recognizes extenuating circumstances arise and may require the student appellant hearing to be postponed or delayed. If changes to the date and/or time are required:
 - d. If the student requests a change to the date or time of the hearing, the student needs to communicate to the Dean the circumstances and show documented proof of a medical or other emergency if a postponement is to be considered. Non-emergencies (work schedule, oversleeping, etc.) will generally not be considered sufficient excuse for postponing the appeal hearing, and as such, the appeal meeting will proceed as scheduled.
 - e. If the School of Nursing requests a change to the date or time of the hearing, contact will be made with the student immediately, and a mutually agreeable time will be set for the rescheduled appeal hearing.
 - f. The Dean's decision is final regarding whether or not the scheduled student appellant hearing will be rescheduled and when.

3. The Dean of the School of Nursing will serve as the Chair during the hearing.
 - a. An administrative assistant will serve as recorder.
 - b. Student appellant hearings will be audio recorded.
 - c. The recording will be maintained in secure files for two (2) years and available only to the principals involved.
 - d. On written request from the student appellant, the audio recording will be transcribed, and a written copy will be provided to the student.
 - e. The involved faculty member(s) and the student may present evidence, witnesses, and testimony to support their respective positions.
 - f. Neither party may be represented by legal counsel at these proceedings
 - g. Individuals other than those listed may not attend the student appellant hearing. Attendance at the student appellant hearing is **limited** to:
 - 1) the Dean of the School of Nursing
 - 2) student appellant
 - 3) ad hoc committee members
 - 4) faculty member(s) if applicable
 - 5) a non-voting student advocate
 - 6) witnesses, if any
 - 7) recorder

4. After reviewing the evidence, listening to testimony, and considering any recommendations made by the ad hoc appeal committee members, the Dean of the School of Nursing makes the final decision regarding the appeal and will represent the final appeal process within the School of Nursing.

Final decision:

- If the final decision supports program dismissal, the student will be provided with contact information for the Office of Student Success and Advising for change of major assistance.
- If the decision is in favor of the student, he/she may return to the Nursing Program without prejudice.

5. EXCLUSIONS:

The only exclusion to this policy is related to extenuating circumstances for documented medical issues.

Grievance Policy

1. PURPOSE

The *School of Nursing Grievance Policy* describes the requirements for resolving concerns quickly and directly with the goal of working toward a resolution and maintaining a productive and positive learning environment.

2. APPLICABILITY

This policy applies to nursing students with concerns related to either the educational process or the operational procedures within the School of Nursing, excluding the items indicated as “Exclusions” in this policy.

3. EXCEPTIONS

1. Students contesting individual grades should refer to the *Radford University Grade Appeal Policy*.
2. Students who believe they have experienced discrimination or harassment should refer to the Radford University Office of Institutional Equity Office.
3. Students involved in disciplinary proceedings for misconduct, including plagiarism and cheating, should refer to the Student Conduct Code (Office of Student Standards and Conduct).

4. DEFINITIONS

Informal Grievance Process – Process by which a student can attempt to resolve a concern reviewed by representatives within the School of Nursing prior to the establishment of a formal committee.

Formal Grievance Process – Process enacted by the student when a resolution is not obtained through the Informal Grievance Process. The process involves the Dean and the appointment of a Grievance Committee by the Dean to make the final decision regarding a resolution.

Grievance Committee – A committee of at least three (3) full-time School of Nursing faculty members appointed by the Dean to review the student’s grievance and all supporting documentation to render the final decision regarding the resolution to the grievance.

5. POLICY

Radford University School of Nursing is committed to creating an environment where each student is heard and treated fairly. In the unfortunate event a student may have a concern, the procedures contained within this policy are to guide the student in the process required when seeking a resolution to the concern.

- a. All students are expected to utilize the assigned faculty advisor for guidance on how to address a concern within the School of Nursing.
- b. All students are encouraged to speak directly with the instructor of the course/clinical regarding questions and/or concerns about a specific course.
- c. If the circumstances of the complaint make direct discussion inappropriate, students may contact the next appropriate level within the chain of communication, but only if directed to do so by the faculty advisor.

- d. If speaking to the instructor does not resolve the question or concern, follow the **chain of communication** as outlined below. Only proceed to the next level in this chain of communication if an adequate resolution has not been obtained or if instructed to do so by the faculty advisor:

- 1) Instructor of course/clinical
- 2) Lead Instructor of the course
- 3) Faculty Advisor
- 4) Program-specific coordinator (RU or RUC)
- 5) Academic Unit Head/Chair
- 6) Dean or Associate Dean of the School of Nursing

Students at any point may contact the Dean of Students office for assistance, support, advice, or advocacy. <https://www.radford.edu/content/dos/home/student-complaints.html>

6. PROCEDURES

Informal Grievance Process (Step 1)

1. Students must initially notify the appropriate party of a concern within ten (10) days of the participating cause following the chain-of-command procedure within this policy.
2. The student is encouraged to attempt to resolve the complaint respectfully and directly in a face-to-face conversation with the faculty or staff member.
3. The student should make an appointment and state the purpose is to discuss a complaint.
4. Either the student or faculty/staff member may request another person be present during the discussion. Most conflicts can be resolved at this stage.

Informal Grievance Process (Step 2)

1. If the student-instructor discussion does not resolve the issue, the student must continue to follow the chain of command within this policy.
2. The student should request a meeting by email to the School of Nursing position identified next in the chain of communication and state the basic purpose of the meeting.
3. A meeting will be scheduled by the contacted party of the SON within fourteen (14) business days, and a meeting confirmation will be sent to the student via email. Student and faculty schedules will be taken into consideration when scheduling all meetings.
4. The student will be informed of the decision by the SON representative by the end of each meeting.
5. This process will continue through the chain of communication until the student believes adequate resolution has been obtained, or the student believes resolution was not obtained after meeting with the Academic Unit Head/Chair.
6. Disputes resolved through this level of informal communication require no documentation.

Informal Grievance Process (Step 3-if necessary)

1. If the student is dissatisfied with the outcome of the *Informal Grievance Process*, the student may file a formal written grievance per the *Formal Grievance Process* within ten (10) days of the conclusion of the attempted informal process.

Formal Grievance Process

1. After completing all required steps in the *Informal Grievance Process* without resolution to the student's satisfaction, the student will submit a written summary of the grievance with copies of any pertinent documentation received throughout the *Informal Grievance Process* via email requesting an appointment with the Dean of the School of Nursing.
2. After reviewing all documentation provided, the Dean will meet with the student within fourteen (14) business days to understand the student's continuing dissatisfaction and discuss options for proceeding.
3. Upon request of the student, the Dean will establish a Grievance Committee to review the complaint. The Grievance Committee will consist of at least three (3) full-time faculty members.
4. Within ten (10) days of notification by the Dean, the committee will convene to review the written grievance and reports written during the *Informal Grievance Process* and gather additional information.
5. And request a response to the issues raised in the grievance from any individuals believed to have information considered relevant to the situation, including faculty, staff, and students.

Decision Grievance Process

The committee will complete a review of the grievance and issue a decision on the situation in writing within forty-five (45) business days.

1. The committee's decision is final.
2. A copy of the written decision will be emailed to the student and placed in the student's electronic file within the School of Nursing.

Mobile Device and Social Media Policy

1. PURPOSE

The *School of Nursing Mobile Device Use and Social Media Policy* outlines the expectations regarding students' use of social media and mobile devices while in any of the Radford University nursing programs.

2. APPLICABILITY

This policy applies to School of Nursing students. **3.**

DEFINITIONS

Social Media: Interactive technologies that allow the creation or sharing/exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks (i.e., Facebook, Twitter, YouTube, Instagram, TikTok, Snapchat, etc.).

4. POLICY

School of Nursing students are expected to abide by the following with regard to the use of cell phones and other communications technologies, as well as social media activities:

Mobile Device Use

- a. In the classroom/lab setting, cell phones and other mobile devices must have a non-audible signal.
 - If the vibrate mode produces an audible tone during vibration, then this is not considered a non-audible signal.
- b. Students must quietly leave the classroom/lab to answer cell phones related to potential emergencies, being mindful of peers due to classroom disruption.
- c. Students may not interrupt the class to respond to cell phones unless an emergency is suspected.
- d. Excessive interruption of the classroom will be interpreted as leaving class for two (2) or more calls within a semester; or two (2) or more audible signals in class during a semester.
- e. Students must **not text, email, chat, or use other personal communications** while in the classroom, laboratory, or clinical settings to remain actively engaged in the process of learning as directed by the faculty. (Carilion facilities specifically prohibit students from using cell phones at any time.)
- f. Mobile devices being used in the classroom, laboratory, and/or approved clinical settings, including laptop computers, are to be used for academic purposes only.
- g. During testing and examinations, the use of, accessibility to, or disruption from any communication device is strictly prohibited, as outlined in the *School of Nursing Testing Policy*.

Social Media

Students must:

- a. Maintain privacy settings on social media accounts.
- b. Present a professional demeanor at all times on social media outlets, including not participating in illegal behaviors or other violations of university policies or

exhibiting other inappropriate behavior such as, but not limited to, the use of offensive language, gestures, remarks, or offensive/inappropriate photographs.

- c. Represent themselves, not Radford University, when posting on social media because social media is not private or confidential, as anything can be copied or forwarded by other individuals.
- d. Avoid posting any patient encounters of any kind (even if you don't use patient- specific information) on any electronic media (Facebook, Twitter, Texting, etc.).
- e. Avoid posting emotional responses if frustrated, angry, happy, or passionate about something to prevent seeming disrespectful to others.

Plagiarism Policy

1. PURPOSE

The *School of Nursing Plagiarism Policy* describes the consequences for nursing students that plagiarize course assignments, whether intentional or unintentional.

2. DEFINITIONS

Contract Cheating: “students hire another person to write a paper for them” (American Psychological Association, 2020, p. 256).

Citation: gives proper credit to “the work of those individuals whose ideas, theories, or research have directly influenced your work” (American Psychological Association, 2020, p. 253).

Paraphrase: “state in your own words the ideas of others” (American Psychological Association, 2020, p. 255).

Plagiarism: is the “act of presenting the works, ideas, or images of another as your own; it denies authors or creators of content the credit they are due” (American Psychological Association, 2020, p. 254). Plagiarism includes the uncited use of tables, data, figures, and images (American Psychological Association, 2020).

Self-plagiarism: is the “presentation of your own previously published work as original” (American Psychological Association, 2020, p. 254).

Plagiarism identification software: an electronic suite of tools that promotes Academic Integrity by checking papers and assignments for plagiarism (e.g., Turnitin).

3. POLICY

Radford University School of Nursing students are expected to demonstrate the highest level of ethical behavior as evidenced by:

- Adherence to the Radford University Honor Code,
- Adherence to the student expectations as outlined in the RUSON Student Handbook, RUSON, and University policies, and the Radford University Student Handbook, and
- Demonstration of honesty and integrity by completing one’s own work, giving credit for the ideas of others, and providing proper citation of source materials.

4. PROCEDURES

- A. If a faculty member has become aware of a student potentially engaging in plagiarism, self-plagiarism, or contract cheating, the faculty should meet with the student as soon as possible

to discuss the assignment in question. If the faculty deems that plagiarism did not occur, no further action is needed.

1. If it is determined that plagiarism occurred, the faculty member will notify the Course Lead and the Program Coordinator.

- a. The Course Lead and the Program Coordinator will determine the next course of action based on the offense.
- b. All documents and proof of completed assignments are placed in the student's file.
- c. The incident will be reported to the Office of Student Standards and Conduct. The faculty member will complete the Academic Integrity Fillable Form at:
<https://www.radford.edu/content/dam/departments/administrative/student-conduct/Academic-Integrity-Fillable-Form.pdf/subassets/page1.pdf>

B. Students who have engaged in plagiarism:

- a. Are subject to disciplinary action based on the nature of the offense.
- b. Students may be placed on program probation with an improvement plan for a first-time plagiarism offense.
- c. Students with a second plagiarism offense or an egregious first-time offense may be dismissed from the program.
- d. See RUSON Conduct and Dismissal Policy

REAL General Education Curriculum for Nursing

The Nursing major fulfills the R, A, and L areas of the REAL curriculum. The Nursing R and A areas fulfill the prerequisites for the foundational knowledge necessary for the nursing profession. These include a focus on the sciences and the understanding of human behavior. The Nursing L area demonstrate the applied learning and culmination of skills during the nursing program.

Complete the following categories in addition to the REAL areas below:

- a. **REAL Foundational Math Requirements** (3 credits): MATH 100, 121, or 125
- b. **REAL Foundational Writing:** ENGL 111 (3 credits)
- c. **REAL Cornerstone Contributions**
- d. **Writing Intensive:** choose 6 credits of courses designated as WI
 - e. **Personal and Professional Development:** NUTR 214

All courses listed below are required for the Nursing major.

R AREA - Scientific and Quantitative REASONING

Course #	Course Title	Credits
CHEM 120 <u>or</u> CHEM 111 & 112	Chemistry of Life General Chemistry I & General Chemistry II (4 credits each)	3 or 4
STAT 200 <u>or</u> STAT 130	Introduction to Statistics Understanding Statistics in Society	3
BIOL 310	Human Structure and Function I	4
BIOL 311	Human Structure and Function II	4

E AREA – Humanistic or Artistic EXPRESSION: minor to be selected by student
9 credits to complete selected minor or 15 credits for general education minor

A AREA - Cultural or Behavioral ANALYSIS

Course #	Course Title	Credits
SOCY 110	Introduction to Sociology	3
PSYC 121	Introduction to Psychology	3
PSYC 230	Lifespan Developmental Psychology	3
NURS 352	Mental Health Nursing	5

L AREA - Applied LEARNING

Course #	Course Title	Credits
NURS 451	Community Health Nursing	5
NURS 454	Nursing Practicum	4

Additional Required Courses

Course #	Course Title	Credits
BIOL 334	Microbiology	3
NURS 321	Pathophysiology	3

Standards for Professional Practice Education

Introduction

Standards of Professional Practice

The role of the Registered Nurse and Advanced Practice Nurse demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to handle patient situations calmly and reasonably. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient's welfare are essential attributes. Respect the confidentiality of patients and fellow students; you are not permitted to discuss any patient by name outside the clinical encounter.

Nursing students must exhibit a high level of maturity and conduct themselves in a highly professional manner consistent with the responsibilities for patient care entrusted to them during their training.

Professional behavior is not easy to define, but unprofessional behavior is readily identifiable. Failure to adhere to the following standards necessitates review and may result in corrective action and/or dismissal from the Program.

This document sets out Standards for Professional Practice that apply to students enrolled at Radford University School of Nursing (RUSON) that involve the health, welfare, and safety of people across the lifespan.

RUSON has distinct expectations of students in addition to those outlined in the Radford University Student Handbook. These standards are aligned with students' abilities to become effective health professionals and are provided so that students and faculty can be clear about expectations and procedures to address practice performance. The ultimate goal of the standards is to help students become successful health and human service professionals.

Since becoming a professional is a gradual and lengthy process, while all criteria are expected to be met, additional supervision may be needed in novice situations. Students are always responsible for their actions and are expected to be properly prepared for their experiences. Persons who teach and supervise students, along with program coordinators, will assess student academic performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of related professions, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in an ethical and compassionate manner.

All students will be expected to read and apply the RUSON Standards for Professional Conduct. Students must sign an acknowledgment verifying their intent to abide by these standards.

Evaluation

To meet the requirements to provide quality professional nursing education and to ensure that its graduates are able to function in a wide variety of professional situations, the RUSON evaluates the academic performance of students in four general areas: (1) basic abilities to acquire professional skills; (2) mental and emotional abilities; (3) professional performance skills; and (4) academic performance. Meeting the criteria for academic achievement is necessary but not sufficient to ensure continued enrollment in a program. Both professional behavior and academic performance comprise academic standards.

Basic Abilities

Communication Skills

Demonstrates sufficient written and verbal skills to comprehend information and communicate ideas and feelings.

- a) *Written:* Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand the content presented in the programs and adequately complete all written assignments as specified by faculty members.
- b) *Verbal:* Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand the content presented in the Program, complete all oral assignments adequately, and meet the objectives of field placement experiences as specified by faculty members and site supervisors.

Interpersonal Skills

Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, patients, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for own actions and considers the impact of these actions on others.

Students are expected to treat all patients, faculty, staff, guest lecturers, clinical preceptors, and fellow students with dignity and respect. Appropriate classroom behavior is expected. Conflicts should be resolved in a diplomatic and reasoned manner. Students should be tolerant of diversity in student and patient populations.

At times, schedules for lectures or clinical sessions may be adjusted with short notice. The advantage of inviting practicing clinicians outweighs this inconvenience, and students should be flexible and tolerant of changes.

Cognitive Skills

Exhibits sufficient knowledge of the chosen profession and clarity of thinking to process the information and apply it to appropriate situations in the classroom and field. Demonstrates relevant knowledge and skills, including relationship building, data gathering, assessment, intervention, problem-solving, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

Physical Skills

Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without accommodations.

Emotional and Mental Abilities

Stress Management

Demonstrates ability to deal with current life stressors through the use of appropriate coping mechanisms. Handles stress effectively using suitable self-care and developing supportive relationships with colleagues, peers, and others.

Emotional and Mental Capacities

Uses mature judgment. Seeks and effectively uses help for medical and emotional problems that interfere with academic and professional performance. Provides evidence that appropriate counseling or help with personal problems, psychosocial distress, substance abuse, or mental health difficulties has been obtained. No student will be allowed to continue if personal situations

- compromise academic and/or other performance
- interfere with professional judgment and behavior or
- jeopardize the best interests of those to whom the student has a professional responsibility.

The personal information of students is held in strict confidence by those in positions of authority with a need to know.

Professional Performance Skills

Professional Commitment

Exhibits a commitment to the goals and ethical standards of the profession. Abides and demonstrates a commitment to the essential values of the ANA Code of Ethics for Nurses, including respect for the dignity, worth, and rights of all individuals.

Professional Behavior

Exhibits behaviors that follow program policies, School, and University policies, professional and ethical standards, and social laws in the classroom, clinical, and community. Appearance, dress, and general demeanor reflect a professional manner. Demonstrates responsible and accountable behavior by knowing and practicing within the scope of the discipline, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments, and accepting supervision and constructive criticism. Works effectively with others, regardless of the level of authority. Advocates for him/her in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to accept feedback and supervision positively and use it to enhance continued professional

development.

Self-Awareness

Exhibits knowledge of how personal values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how others perceive one. Reflects on one's own limitations as they relate to professional capacities. Willing to examine and change behavior when it interferes in working with clients and other professionals.

Ethical Obligations

Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice. Ethical behaviors include:

- Abides by Radford University Honor Code.
- Abides by expectations outlined in the current Radford University Student Handbook
- Maintains compliance with laws and regulations for professional practice according to the Board of Nursing, the Commission on Collegiate Nursing Education (CCNE)
- Evaluates the client's situation in an unbiased, factual way with the suspension of personal biases during interactions with others.
- Comprehends another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.
- Appreciates the value of cultural pluralism. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
- Demonstrates respect for the rights of others. Commitment to the client's rights to freedom of choice and self-determination.
- Maintains confidentiality as it relates to human service, classroom activities, and field placement.
- Demonstrates honesty and integrity by being truthful about background, experiences, and qualifications, doing one's own work, giving credit for the ideas of others, and providing proper citation of source materials. Students are expected to follow all policies and codes provided by Radford University. Nursing students are expected to display the highest ethical standards, as nursing is the most trusted profession.
- Demonstrates clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or supervising faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in personal relationships where conflicts of interest may exist.

Sources of Evidence

Evidence of meeting academic performance criteria may include but is not limited to any of the following:

- Feedback or reference letters from faculty
- Feedback from agency-based clinical/preceptorship instructors/staff
- Observation of classroom, volunteer, or clinical/preceptorship behaviors
- Performance in oral and written assignments, examinations, labs, presentations of group work, or other appropriate coursework
- Student personal statements or self-assessments
- Interviews with faculty or other professionals
- Feedback from students, staff, university (RU or other colleges and universities), helping professionals, or community representatives
- Feedback from faculty in other health and human service programs that students may have attended

Accommodations for Disabilities

No otherwise qualified student shall, on the basis of disability, be subjected to discrimination or excluded from participation in the RUSON. A student with a disability may be protected by the Americans with Disabilities Act (ADA) and be eligible for reasonable accommodations that will provide an equal opportunity to meet the academic criteria related to professional behavior and academic performance. It is important to note that RUSON has published technical standards that must be met to ensure the health, welfare, and safety of clients in various field settings that may substantially affect accommodation.

Any otherwise qualified student with a protected disability who requests a reasonable accommodation must notify the Radford University Center for Accessibility Services (CAS) and provide documentation as needed. The CAS makes recommendations for accommodation. It is the student's responsibility to contact the CAS and to propose accommodation requests to the appropriate instructor and School Director. The RUSON will review academic performance criteria considering individual student circumstances to explore issues of appropriateness and accommodation. An initial assessment, subsequent plan, use of outside experts (including the CAS), and periodic checks between RUSON and the student are appropriate courses of action in making accommodations. Accommodation requires a signed agreement with the faculty member that is appropriate and does not compromise the standards of behavior required for success in the professional discipline.

Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. To begin the registration process, complete a Student Registration Form and submit documentation to PO Box

6902, Radford, Virginia 24142, or deliver to the 3rd floor of Russell Hall by fax to 540-831- 6525 or by email to cas@radford.edu (See documentation guidelines). Students qualified for academic accommodations should meet with each course professor during office hours to review and discuss accommodations. For more information, visit the Center for Accessibility Services website or call 540-831-6350.

Policies and Procedures for Review of Academic Performance

Student performance is evaluated regularly in a systematic manner as outlined in the course syllabus, faculty directions, and university policy. If there is a problem involving professional practice performance, maintaining client safety is the first priority. Opportunities for student academic appeal will follow the current Radford University Student Handbook.

Any information that may be disclosed during student meetings with faculty, program coordinators, chairs, or School may not be kept confidential if the information raises concerns about professional performance. Faculty and/or program coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem-solving about the concerns. Faculty and/or program coordinators will follow university procedures related to student performance issues.

Performance That May Result in Dismissal

Student reviews can occur under any of the following circumstances:

- Failure to meet or maintain academic requirements
- Academic dishonesty, including cheating, lying, plagiarism, collusion, falsifying academic records, submission of work submitted in previous classes, or any act designed to give unfair academic advantage to the student
- Unethical behavior
- Any threat or attempt to harm oneself or someone else
- Commission of a criminal act that is contrary to professional practice, as defined by each profession's state regulatory agency, occurring during the course of study or occurring prior to admission and becoming known after admission
- A consistent pattern of unprofessional behavior
- Failure to meet any of the Standards for Professional Practice

Review Process

When a faculty member has concerns about a student meeting any of the academic criteria, whether related to professional behavior or academic performance, that faculty member will:

- Discuss those concerns directly with the student and seek to work with the student to resolve the difficulties and provide options or alternatives
- Inform the appropriate program coordinator of the concerns to identify potential patterns and issues related to the student

- Document dates and content of meetings with students
- Prepare a written statement to the student describing the change in behavior that is required

If a problem arises in the clinical, the faculty member will discuss the situation directly with the student. If a problem arises in a preceptorship, the agency-based preceptor will discuss concerns directly with the student and the faculty member assigned to the student. It is the responsibility of the faculty to inform the appropriate coordinator of the circumstances.

In many instances, meetings between faculty and students resolve the concerns and do not necessarily lead to further action.

The next step involves the faculty member, student, and appropriate program coordinator. The faculty and coordinators will meet with the student when the student is not adhering to appropriate standards, policies, and procedures or when concerns have not been resolved.

The program coordinator will determine the nature of the concern and gather sufficient information to develop a plan to address the concern if it is needed. No further action may be required, or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate help. This process is designed to assist students in dealing with identified concerns that have an impact on their performance.

The third step involves the faculty member, student, program coordinator, and faculty who have had direct experience with the student in the classroom, clinical area, or preceptorship. Generally, this occurs when problematic patterns are identified with students or when the issues are serious. This is conducted when concerns have not been resolved, when issues related to a student not meeting the criteria for academic performance (often involving professional or ethical behavior), or when the student is being considered for withdrawal or discontinuance of the Program. The student will be notified in writing of the concerns and meeting date, with sufficient time to attend the meeting. Neither party may be represented by legal counsel at these proceedings.

Possible Outcomes:

- *Continue the student in the Program with no conditions.* In these situations, the concern has been addressed, and no further action by the student or Program is required.

- *Establish formal conditions for the student's continuance in the Program.*
In these situations, specific conditions must be met for the student to remain in the Program. Action may include establishing goals, a plan, a timeline, and appropriate monitoring; providing mentoring and support; placing the student on probation and monitoring the student during the probationary period; referring the student to counseling and/or advising services; allowing the student to follow a reduced course load or delay entry to the field practicum; or requiring the student to withdraw from the Program with the option of reapplying.
- *Consult with and/or refer to the Dean of Students.*
In some instances, depending on the nature of the problem, the University's Office of the Dean of Students may be consulted. If a referral is made to that Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations that may result in referral to the Office of the Dean of Students include academic dishonesty, hazing, possession or use of firearms on university property, damage or destruction of University property, and conduct that endangers the health, safety, or security of any University student, employee, or campus visitor. For racial discrimination or sexual harassment situations, students, staff, or faculty should contact RU's Human Resources Department.
- *Counsel the student to change majors/degree programs and/or discontinue the student in the Program.*
In some situations, it will be recommended that the student no longer continues in the Program. The student will be counseled to voluntarily change majors or degree programs. If that does not occur, the student will be withdrawn from the Program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may reapply. Grade appeals may be pursued by following the established University procedure for such appeals.

Revised: 3/2023

Request for Faculty Recommendation Policy

If a student would like faculty to provide a recommendation for any purpose, the following steps must be followed:

- A. Any student requesting a faculty recommendation must complete the *Request for Faculty Recommendation* form (Appendix A). This form is required even if the faculty member has given verbal consent.
- B. Students may not submit a faculty's name or contact information as a reference without first obtaining approval from the faculty member.

PROCEDURES

If a student would like faculty to provide a recommendation for any purpose, the following steps must be followed:

- C. Submit the *Request for Faculty Recommendation* form to the desired faculty and allow a minimum of two (2) weeks for completion.
- D. Submit a resume or other personal information with the required form to assist the faculty member with details necessary for the recommendation with the following information included:
 - I. Describe professional, student, or community service activities in which the student has been involved. Include any committees on which the student has served or offices held.
 - II. Describe any relevant work experience, internships, or externships the student has completed. Include pertinent volunteer activities.
 - III. Describe other activities, awards, or qualities that the student feels should be highlighted in this recommendation.
- E. If the recommendation requires mailing, submit envelope(s) addressed to the individual(s) receiving the recommendation with appropriate postage affixed.

Appendix A

REQUEST FOR FACULTY RECOMMENDATION

Last Review Date: 9/10/2021

Directions for Student

1. Submit this request for a faculty recommendation to the desired faculty allowing a minimum of two weeks for completion.
2. Submit a resume or other personal information to assist the faculty member with the details required for the recommendation.
3. If the recommendation requires mailing, submit envelope(s) addressed to the individual(s) receiving the recommendation with appropriate postage affixed.
4. Either in the student's resume or on a separate sheet of paper:
 - Describe professional, student, or community service activities in which you have been involved. Include any committees on which you have served or offices that you have held.
 - Describe any relevant work experience, internships, or externships that you have. Include pertinent volunteer activities.
 - Describe other activities, awards, or qualities that you feel should be highlighted in this recommendation.

Date request submitted _____ Date needed _____

Request submitted to (faculty name) _____

Request submitted by (student name) _____ Level _____

Student's Cumulative GPA: _____ Most recent nursing GPA: _____

Dates of association and in what capacity you knew the faculty member (for example, semester and year and what course you had the Professor):

A recommendation is sought for (specify award, employment position, etc.): _____
